



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol-Y-Grango
Vinegar Hill
Rhos
LL14 1EL**

Date of inspection: April 2017

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication date: 29/06/2017

Context

Ysgol Y Grango is an English-medium 11 to 16 mixed comprehensive school situated in Rhosllanerchrugog and is maintained by Wrexham local authority. There are currently 541 pupils on roll, which is notably higher than at the time of the last inspection when there were 429 pupils on roll.

The proportion of pupils eligible for free school meals is 22.7%, which is higher than the national average of 17.1%. Nearly all pupils come from homes where English is the main language. A very few pupils speak Welsh fluently and do so at home, and 2.4% of pupils speak English as an additional language.

Around 22% of pupils have a special educational need, which is slightly below the national average of 25.1%. Around 2% have a statement of special educational needs, which is slightly below the national average of 2.4%. The school has a specialist teaching facility on site for a small number of pupils with a range of educational needs. The pupils who attend this facility are predominantly taught in mainstream classes.

The headteacher has been in post since September 2010. The leadership team consists of a deputy headteacher and two assistant headteachers. They are supported by seven members of staff who make up the extended leadership team.

The individual school budget per pupil for Ysgol Y Grango in 2016-2017 is £4,787 per pupil. The maximum per pupil in the secondary schools in Wrexham is £5,446 and the minimum is £4,433. Ysgol Y Grango is fifth out of the nine secondary schools in Wrexham in terms of its school budget per pupil.

Summary

The school's current performance	Unsatisfactory
The school's prospects for improvement	Adequate

Current performance

Strengths in the school's current performance include:

- At key stage 4, in around half of indicators, pupils eligible for free school meals make suitable progress and performance in the level 1 indicator has improved well
- Rates of attendance have been above those of similar schools in the last seven years
- Entries for the full course GCSE in Welsh second language are high and many pupils gain a level 2 qualification
- Most pupils behave well in lessons, and are respectful and courteous around the school, many showing a positive attitude towards their learning

However, current performance is unsatisfactory because:

- At key stage 4, pupils' performance, particularly that of boys, has been below that of pupils in similar schools in many key indicators over the last three years
- During this time, pupils' progress from previous key stages is below that of pupils in similar schools in many indicators
- A majority of pupils do not express their views and ideas clearly
- A minority of pupils, particularly boys, do not take enough care over the technical accuracy of their work
- Around half of pupils' numeracy skills are not secure enough and a minority do not apply their skills well enough across the curriculum
- The development of pupils' skills across the curriculum, particularly in numeracy and information and communication technology (ICT), is limited
- In around half of lessons, teaching is not effective enough and, as a result, a minority of pupils do not make the progress that they should
- The quality of written feedback varies too much within and across departments and, as a result, a minority of pupils are unsure how to improve their work

Prospects for improvement

The school's prospects for improvement are adequate because :

- The headteacher promotes shared values that contribute well to a strong community ethos, pupils' wellbeing and sound attendance
- Leadership has started to address suitably the sharp decline in pupils' performance in many indicators in 2014 and improved the standards achieved by pupils eligible for free school meals at the end of key stage 4

- The school has taken recent suitable action to strengthen its leadership capacity
- Leadership has recently revised its management systems appropriately, including its self-evaluation, improvement planning and quality assurance activities
- The governing body is committed to supporting the school's work and generally has a sound understanding of the areas to be improved

However:

- The recently strengthened management systems have not had enough impact on the quality of teaching or pupil standards
- Leadership has been too slow to hold others to account to address areas of underperformance
- There is too much variation in the effectiveness of middle leadership in improving teaching and raising standards in their departments
- Self-evaluation and improvement planning are not robust enough to bring about improvement
- Overall, the school has not made enough progress in responding to the recommendations of the last inspection

Recommendations

R1 Improve standards at key stage 4, particularly those of boys

R2 Improve provision for the development of pupils' skills, in particular numeracy and ICT

R3 Improve the quality of teaching and assessment

R4 Improve the effectiveness of leadership and strengthen accountability at all levels

R5 Improve the effectiveness of self-evaluation and improvement planning across the school

R6 Work with the local authority to eliminate the deficit budget

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

Over the last three years, at key stage 4, performance in many key indicators has placed the school in the lower half of similar schools based on eligibility for free school meals. Despite an improvement after the sharp decline in performance in 2014, many indicators remain consistently below the average for similar schools. In many indicators at key stage 4, pupils make less progress than expected from previous key stages.

At key stage 4, performance in the level 2 threshold, including English and mathematics has placed the school in the lower half of similar schools for the last three years. Performance in this indicator has been well below modelled outcomes in two of the last three years.

Performance in the capped points score has placed the school in the bottom quarter of similar schools for the last two years and has been below modelled outcomes for the last three years. Performance in the level 2 threshold has placed the school in the bottom quarter of similar schools for the last two years. Performance in the level 1 indicator has improved since 2014. This placed the school in the upper half of similar schools in 2016. The proportion of pupils gaining five A* or A grades at GCSE is consistently below that of similar schools.

In 2016, the majority of pupils with additional learning needs made less progress than expected.

At key stage 3, the performance of pupils in the core subject indicator has improved steadily. For the last two years, this performance has placed the school in the lower half of similar schools.

The performance of girls at key stage 4 has generally been below the average for girls in similar schools in the majority of indicators over the last three years. However, the performance of boys is very weak and they have performed significantly less well than the average for boys in similar schools in many indicators in the last three years.

The performance of pupils eligible for free school meals has improved in the core subject indicator at key stage 3. Since the decline in performance at key stage 4 in 2014, the performance of this group of pupils has improved each year in the majority of indicators and is now at least broadly in line with the average for these pupils nationally in many indicators.

In the last seven years, a very few pupils have left the school without a recognised qualification and nearly all continue in education, training or work after Year 11.

In around half of lessons, many pupils make at least appropriate progress. In these lessons, pupils recall their prior learning suitably and are able to apply this knowledge

appropriately to new situations. In a few of these lessons, many pupils apply their knowledge and understanding effectively to increasingly difficult contexts. However, in around half of lessons, a minority of pupils show insecure prior knowledge and this hinders their learning and contributes to their lack of progress. In a few lessons, many pupils make insufficient progress.

A minority of pupils respond confidently and participate readily in class discussion. A few pupils explain their ideas well using subject specific vocabulary aptly in extended responses. However, a majority of pupils do not express their views and ideas clearly and provide only brief verbal responses, partly because they lack the confidence to do so. A few are reluctant to make any contribution at all.

Most pupils locate information from text appropriately. They read aloud with suitable fluency and show a sound understanding of text. The majority of pupils organise information that they have located in reading texts appropriately, for example to describe the chronology of events or to weigh pros and cons of an argument. Many more able pupils analyse the impact of writing and infer meaning from text appropriately. Around half of pupils do not infer meaning or consider evidence securely when drawing conclusions from sources.

The majority of pupils write at suitable length and structure their written work proficiently. They write appropriately, mostly to describe and explain key ideas across a suitable range of subjects across the curriculum. Many understand the purpose of their writing. However, they do not always make the correct language choices to suit their audience.

A majority of more able pupils write well-crafted extended pieces of work that successfully interest and engage the reader. However, a minority of pupils, particularly boys, do not write confidently at length or in depth outside of formal assessment situations. For example, they use a narrow range of structures and vocabulary, are over-reliant on support from sources, or do not use examples well enough to expand or explain their ideas. A minority make frequent spelling punctuation and grammar errors and take insufficient responsibility for the technical accuracy of their work.

The majority of pupils use mathematical operations and formulae effectively, for example to calculate simple interest or resistance. They use calculators suitably for basic operations. A few pupils apply mental arithmetic quickly and confidently. However, around half of pupils make careless errors when working with fractions or solving equations. A minority do not confidently recognise numerical patterns, for example the equivalence of fractions and percentages or sequences.

Many pupils construct appropriate graphs and charts in a few areas across the curriculum and extract basic information from them successfully. However, a minority of pupils do not present or label graphs appropriately and do not use the information in them well enough to reach conclusions.

Many pupils use ICT suitably to word process, create presentations and simple spreadsheets to carry out basic calculations. In most cases, pupils' use of ICT across the curriculum focuses on too narrow a range of purposes, such as word processing and presentation tasks. As a result, pupils do not develop other ICT skills successfully outside of ICT lessons.

Many pupils in key stage 3 develop their knowledge and understanding of the Welsh language well. At key stage 4, entries for the full course GCSE in Welsh second language are high and many pupils gain a level 2 qualification. Many pupils demonstrate appropriate skills when speaking or writing in Welsh. In spite of this, their confidence in using Welsh outside of Welsh lessons is limited.

Wellbeing: Good

Nearly all pupils feel safe and well supported in school. Most pupils know where to go to get support and feel that they can rely on their teachers to help them. Many pupils consider that the school responds well to any incidents of bullying. Many pupils have a positive attitude to healthy living, enjoy physically active pursuits and participate enthusiastically in extra-curricular clubs and sporting activities.

Rates of attendance at the school have been consistently above those of similar schools in the last four years. Rates of persistent absence have also declined and were below family and Wales averages in 2016. Nearly all pupils are punctual to lessons. Most pupils behave well in lessons and around the school and demonstrate positive attitudes towards their learning. They show respect for their peers, teachers and visitors. Many pupils work well on tasks with their peers.

A majority of pupils contribute constructively to decision making in the school, through a range of groups such as the school and the sports council. Older pupils support younger pupils effectively as peer mentors, for example during sports day and in the careers day events for local primary schools. Pupils participate regularly in community events such as environmental projects and musical performances, and this contributes well to the development of their social and life skills.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The school provides a broad and balanced curriculum. It offers a wide range of general and vocational courses. The school's curriculum at key stage 3 builds appropriately on previous key stages.

The school offers a valuable range of extra-curricular activities, which support pupils' learning and personal development well. This includes a wide variety of sports such as hula hooping, ICT club and trips abroad.

The school has taken sound steps to develop pupils' literacy skills across the curriculum. There are appropriate opportunities for pupils to practise their literacy skills in lessons, for example to develop their extended writing in a useful range of contexts. Suitable interventions support pupils with weaker skills. However, planning for opportunities for pupils to develop their numeracy skills across the curriculum are underdeveloped. The school has started planning for the development of pupils' ICT skills across the curriculum, but this is at an early stage. Overall, strategies to improve pupils' skills have not had sufficient impact on their standards. The school does not plan well enough to challenge more able pupils.

Provision for Welsh second language is generally strong across key stage 3 and key stage 4. Many pupils take the full course GCSE and gain a level 2 qualification in the subject. However, the provision to develop pupils' Welsh language skills, other than in Welsh lessons, is limited. Pupils' understanding of Welsh culture and traditions is developed appropriately through a few subjects and extra-curricular activities.

Pupils are given suitable opportunities to consider sustainability and global citizenship issues in the personal and social education programme and through their work in a few subjects.

Teaching: Adequate

Nearly all teachers have good subject knowledge. Most create positive working relationships with their pupils. In these lessons, teachers set clear lesson objectives. They use appropriate activities to support pupils to recall what they have previously learnt or to set the context for new learning.

Around half of teachers plan appropriately. A minority of these teachers use a wide range of interesting and challenging activities to ensure that pupils make strong progress. A few teachers pay due attention to the development of cross curricular skills. In a very few lessons, learning activities are highly effective in challenging pupils and sustaining their strong progress. For example, in these lessons, teachers enable pupils to solve complex problems such as describing the rates of chemical reactions, or they challenge pupils to evaluate their achievements thoughtfully to ensure further improvements in the quality of their work.

In around half of lessons, teachers' expectations of what pupils can achieve are not sufficiently high. In these lessons, the pace of learning is sometimes too slow or too fast and not suited well enough to the tasks or pupils' abilities. Where it is too fast, teachers do not monitor pupils' progress well enough to ensure that they have made sufficient progress or to encourage pupils to improve the quality of their work before moving on. In a minority of lessons, explanations and demonstrations are unclear, tasks are insufficiently challenging and teachers provide too much structure to allow pupils to make adequate progress. A minority of teachers do not make sufficient use of individual education plans to support pupils from the specialist facility when they join mainstream lessons. A few teachers have very low expectations of the standards that pupils can achieve.

Many teachers question pupils appropriately to check their knowledge and they provide pupils with useful verbal feedback. A minority of teachers use questions effectively to probe pupils' grasp of concepts and to extend answers successfully. However, the majority of teachers do not probe pupils' knowledge and understanding sufficiently. In these cases, teachers frequently do not allow pupils sufficient time to consider and discuss key concepts and ideas before responding to questions and they too readily accept brief verbal responses.

The majority of teachers provide pupils with useful written feedback and set appropriate targets for improvement. A few teachers provide pupils with precise and clear guidance on how to improve their work. As a result, pupils improve the quality of their work successfully. In a few instances, teachers provide suitable guidance to help pupils to improve their literacy skills. However, in many cases, teachers do not explain to pupils how to improve their work well enough.

The school has a detailed tracking system to collect and analyse pupil data. This allows leaders to identify and plan interventions for individuals and groups of pupils at risk of underperforming. Nevertheless, this has not been sufficiently successful in improving performance in the main indicators in key stage 4. Parents receive useful information about their children's progress in parents' meetings and interim and annual reports.

Care, support and guidance: Good

The school has a strong sense of community and pupils feel secure and valued. The pastoral team are well co-ordinated and they have established a caring and supportive culture successfully. The school has effective arrangements to identify pupils' needs and intervene appropriately. For example, collaboration with key agencies has improved the wellbeing of the more vulnerable pupils.

Pupils' spiritual, moral, social and cultural development is supported well through an engaging personal and social education and assembly programme. For example, assemblies by external speakers sensitively tackle issues such as radicalisation.

The school has effective systems in place to promote good attendance and deals appropriately with any instances of bullying or poor behaviour.

Transition arrangements with local primary schools are well established. Year 7 pupils receive valuable support and settle quickly into the school. The school supports pupils at the end of key stage 3 and key stage 4 appropriately to make informed choices about the courses available to them through a range of beneficial career and options events.

The school has effective systems in place for identifying pupils' additional learning needs. The arrangements for annual reviews meet statutory requirements. Individual education plans identify precise targets for pupils, which match well to their identified needs. Teaching assistants provide valuable help for pupils with additional learning needs in lessons and intervention groups. The school's nurture base provides effective support for the most vulnerable pupils. This has a positive impact on the wellbeing, self-esteem and personal skills of these pupils.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

The school realises its motto of "A fo ben bid bont" well by providing a supportive environment in which pupils are able to enjoy equal access to all aspects of school and community life. It promotes equality and diversity successfully, fosters tolerant attitudes and challenges stereotypes well through assemblies, subject areas and in the general work of the school. Most pupils feel that staff respect them and listen to their concerns.

The school makes effective use of its accommodation and has created an attractive and stimulating learning environment, for example by displaying many examples of pupils' artwork. The buildings and grounds are extensive, well maintained and fit for purpose. There are enough learning resources, including good access to sporting and ICT facilities, to support teaching and learning.

Key Question 3: How good are leadership and management?
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Adequate

Leadership: Adequate

Despite standards being unsatisfactory, leadership is judged to be adequate. The headteacher and senior leadership team promote shared values that contribute successfully to strong attendance and wellbeing, and the school's positive learning environment and community ethos. Together with the extended leadership team, they are beginning to provide clear direction to improving management and quality assurance systems, and to key areas of the school's work, such as teaching and learning and improving pupils' skills.

In the last year, the headteacher and governing body have taken appropriate action to strengthen leadership. The restructured and extended leadership team are helping to establish a more collaborative approach. The responsibilities of the leadership team reflect school priorities well and they are making sound progress in tackling national priorities such as reducing the effect of deprivation on pupils' achievement.

Roles and responsibilities at all levels are well defined and there are clear line management arrangements. Systematic quality assurance processes are contributing to improved levels of accountability. The programme of calendared meetings at all levels helps to provide a consistent focus on the school's key priorities, in particular monitoring and tracking pupils' progress. This has contributed well to pupils' wellbeing but has not had enough impact on standards of achievement.

Performance management arrangements contribute appropriately to identifying measureable objectives for staff that relate directly to addressing school priorities and to supporting their professional development. Nevertheless, performance management has not contributed well enough to improving outcomes in key areas of the school's work.

Senior leaders have been too slow to address weaknesses in the quality of middle leadership that have contributed to limited progress in a significant minority of subject areas. During the last year, the school has taken appropriate action to improve the quality of leadership in many of these departments. This is contributing to positive and assured direction in these areas of the school's work.

The governing body has a strong commitment to supporting the school's work. It has a sound understanding of the strengths and areas for improvement in the majority of areas. Specific members have beneficial links with subject departments that provide useful information about particular initiatives and issues in these areas. However, governors have not provided a sufficiently consistent or robust level of challenge to the school.

Improving quality: Unsatisfactory

The school has recently strengthened its self-evaluation and improvement planning processes. However, this has not had enough impact on important areas of the school's work, including pupil outcomes at key stage 4.

The school's self-evaluation report provides an appropriately detailed overview of the school's work. It draws on a suitable range of evidence, including lesson observations, scrutiny of pupils' work and the views of pupils. It provides a balanced view of the school's strengths and areas for development. However, it is too descriptive and does not evaluate clearly enough the standards that pupils achieve in all subjects or the performance of specific groups of pupils, particularly boys. In addition, the evaluation of the standards of pupils' skills and the progress that they make in lessons is too generous.

The school has improved its procedures to evaluate the quality of teaching and learning. Lesson observations and work scrutiny activities emphasise suitably the development of pupils' literacy skills and the impact of teaching and assessment on pupils' progress. However, these improvements are very recent and have had little impact on improving outcomes or the quality of teaching.

The school's improvement plan links appropriately to many of the areas for development identified in the self-evaluation report. However, many actions lack measurable success criteria and are not sufficient to address the scale of change required. As a result, many actions are insufficient to address successfully key areas of under-performance.

Overall, there is too much variation in the quality of departmental self-evaluation and improvement planning.

The majority of departmental self-evaluation reports are comprehensive and provide a suitably detailed analysis of outcomes in key stage 3 and key stage 4. However, they do not identify areas for improvement clearly enough. In particular, they do not focus well enough on the standards of pupils' work, the development of their skills or the progress that they make in lessons.

In around half of cases, departmental development plans contain too many actions and do not identify important priorities clearly enough. Neither the whole-school nor departmental improvement plans identify specific milestones for monitoring progress. This makes it difficult for the school to evaluate progress against these plans accurately.

Overall, the school has made limited progress in addressing half of the recommendations following the previous inspection.

Partnership working: Good

The school has developed a broad range of beneficial partnerships that contribute well to pupils' outcomes in the level 1 indicator, and in the learning experiences and wellbeing, particularly of vulnerable pupils.

Partnerships with primary schools prepare pupils effectively for transition to the secondary school and this is a strong feature of the school's work. They help to ensure that pupils develop their confidence and settle into Year 7 quickly. Yet curricular links and cross-phase planning between the school and its partner primaries are underdeveloped.

The school works closely with the local authority, further education college and other providers to extend the range of courses available to pupils in key stage 4 well. There are effective systems in place to monitor the quality of this provision and its impact on outcomes. The school has established a worthwhile partnership with a local special school that benefits individual pupils from both schools. In collaboration with the local college, students from the college provide GCSE pupils with valuable mentoring and opportunities for skills development.

Successful partnerships with a wide range of multi-disciplinary agencies support the wellbeing and progress of vulnerable pupils and their families well. Links with local businesses make a beneficial contribution to developing pupils' understanding of enterprise and the world of work.

The school engages productively with parents and the parents' focus group plays a full and effective role in school life. Beneficial links provide the school with useful feedback on a wide range of issues.

Resource management: Unsatisfactory

The school has a sufficient number of well-qualified staff who are deployed suitably to deliver the school's curriculum. There are appropriate arrangements to support teachers' professional development. Staff participate in a broad range of worthwhile professional development opportunities that reflect whole-school and departmental priorities. Nevertheless, these activities have not had enough impact on improving the quality of teaching and learning across the school.

The finance manager, together with the headteacher and governing body, manages the school's budget carefully. Spending decisions relate directly to agreed school priorities. This has contributed well to the pleasant and engaging learning environment and extensive resources at the school. Although there was a small financial deficit at the end of the last financial year, there is a suitable recovery plan to tackle this deficit over the next three years that has been approved by the local authority.

The pupil deprivation grant is being used appropriately and is contributing to improvements in provision and outcomes for pupils eligible for free school meals. In 2016, at key stage 4, the performance of pupils eligible for free school meals improved in almost all indicators. In spite of this, the proportion of these pupils achieving the level 2 threshold, including English and mathematics, remains below the national average for this group of pupils.

In light of the unsatisfactory standards that pupils achieve, the school offers unsatisfactory value for money.

Appendix 1

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Number of pupils on roll	507
Pupils eligible for free school meals (FSM) - 3 year average	22.7
FSM band	4 (20%<FSM<=30%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	87	96	104	100		
Achieving the core subject indicator (CSI) (%)	75.9	77.1	79.8	83.0	85.2	85.9
Benchmark quartile	1	2	3	3		
English						
Number of pupils in cohort	87	96	104	100		
Achieving level 5+ (%)	78.2	84.4	86.5	87.0	88.6	89.2
Benchmark Quartile	3	2	2	3		
Achieving level 6+ (%)	29.9	35.4	39.4	39.0	53.3	56.2
Benchmark Quartile	3	3	3	4		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.		92.0
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.		57.2
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	87	96	104	100		
Achieving level 5+ (%)	78.2	84.4	84.6	89.0	89.8	90.1
Benchmark Quartile	4	2	3	3		
Achieving level 6+ (%)	40.2	47.9	51.0	54.0	61.2	62.7
Benchmark Quartile	4	3	2	3		
Science						
Number of pupils in cohort	87	96	104	100		
Achieving level 5+ (%)	93.1	96.9	94.2	96.0	94.0	92.8
Benchmark Quartile	1	1	1	1		
Achieving level 6+ (%)	59.8	55.2	51.0	50.0	62.1	62.9
Benchmark Quartile	1	1	2	3		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6654029 - Grango

Number of pupils on roll 507
Pupils eligible for free school meals (FSM) - 3 year average 22.7
FSM band 4 (20%<FSM<=30%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15	83	76	85	95		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	43.4	27.6	49.4	47.4	62.1	60.3
Benchmark quartile	2	4	3	3		
Achieved the level 2 threshold	83.1	76.3	68.2	74.7	86.6	84.0
Benchmark quartile	2	3	4	4		
Achieved the level 1 threshold	95.2	93.4	96.5	98.9	98.4	95.3
Benchmark quartile	2	4	3	2		
Achieved the core subject indicator (CSI)	41.0	27.6	47.1	47.4	58.6	57.6
Benchmark quartile	2	4	2	3		
Average capped wider points score per pupil	344.0	329.8	316.3	333.6	352.9	344.6
Benchmark quartile	1	3	4	4		
Average capped wider points score plus per pupil	335.0	321.7	314.5	330.0	348.9	340.6
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	7.2	7.9	8.2	8.4	15.8	15.9
Benchmark quartile	.	.	.	.
Achieved A*-C in English	56.6	47.4	64.7	56.8	71.6	69.3
Benchmark quartile	2	4	2	4		
Achieved A*-C in mathematics	47.0	31.6	57.6	55.8	68.9	66.9
Benchmark quartile	3	4	3	3		
Achieved A*-C in science	51.8	56.6	75.3	90.5	88.2	82.4
Benchmark quartile	4	4	4	2		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		75.1
Benchmark quartile	.	.	.	.

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6654029 - Grango

Number of pupils on roll	507
Pupils eligible for free school meals (FSM) - 3 year average	22.7
FSM band	4 (20%<FSM<=30%)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2016)	Wales Average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15 eligible for free school meals	20	18	13	24		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	20.0	11.1	15.4	33.3	35.8	35.6
Achieved the level 2 threshold	70.0	61.1	53.8	58.3	76.1	71.6
Achieved the level 1 threshold	95.0	88.9	92.3	100.0	97.9	92.0
Achieved the core subject indicator (CSI)	20.0	11.1	15.4	33.3	33.3	32.8
Average capped wider points score per pupil	316.4	293.8	270.6	307.5	324.6	311.3
Average capped wider points score plus per pupil	305.8	284.7	268.3	303.3	318.0	305.3
Achieved five or more GCSE grades A*-A	5.0	5.6	0.0	8.3	4.6	4.5
Achieved A*-C in English	30.0	27.8	38.5	45.8	48.4	47.1
Achieved A*-C in mathematics	25.0	11.1	30.8	33.3	42.5	43.6
Achieved A*-C in science	30.0	38.9	69.2	70.8	82.8	71.8
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		50.9

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

More information is available on the Welsh Government website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	139		66 47%	70 50%	3 2%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	4%	1%	
The school deals well with any bullying	139		59 42%	63 45%	15 11%	2 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			25%	57%	15%	3%	
I have someone to talk to if I am worried	139		65 47%	64 46%	10 7%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			38%	52%	9%	2%	
The school teaches me how to keep healthy	138		35 25%	85 62%	18 13%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	139		71 51%	60 43%	8 6%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			44%	45%	9%	2%	
I am doing well at school	138		44 32%	79 57%	13 9%	2 1%	Rwy'n gwneud yn dda yn yr ysgol.
			32%	61%	6%	1%	
The teachers help me to learn and make progress and they help me when I have problems	139		56 40%	79 57%	4 3%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	136		26 19%	65 48%	35 26%	10 7%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	53%	22%	6%	
I have enough books and equipment, including computers, to do my work	139		79 57%	53 38%	7 5%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	46%	7%	1%	
Pupils behave well and I can get my work done	139		13 9%	72 52%	45 32%	9 6%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	138		62 45%	63 46%	13 9%	0 0%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	50%	17%	5%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	138	60 43%	69 50%	9 7%	0 0%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		16%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	139	57 41%	79 57%	3 2%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	138	70 51%	63 46%	5 4%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		35%	53%	10%	2%	
The staff respect me and my background	139	82 59%	48 35%	9 6%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds	138	90 65%	46 33%	2 1%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		36%	55%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	56	21 38%	28 50%	7 12%	0 0%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	0	0 0%	0 0%	0 0%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		27%	50%	16%	7%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	105	30 29%	62 59%	3 3%	7 7%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	2%		
My child likes this school.	105	32 30%	63 60%	6 6%	2 2%	2	Mae fy mhentyn yn hoffi'r ysgol hon.
		46%	48%	5%	1%		
My child was helped to settle in well when he or she started at the school.	105	53 50%	45 43%	7 7%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	45%	4%	1%		
My child is making good progress at school.	105	28 27%	61 58%	9 9%	3 3%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	105	6 6%	53 50%	22 21%	10 10%	14	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	13%	4%		
Teaching is good.	105	18 17%	73 70%	3 3%	6 6%	5	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	105	35 33%	61 58%	4 4%	2 2%	3	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		50%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	105	11 10%	54 51%	19 18%	8 8%	13	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		31%	56%	10%	3%		
Staff treat all children fairly and with respect.	105	13 12%	65 62%	16 15%	4 4%	7	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	105	16 15%	65 62%	11 10%	1 1%	12	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		34%	56%	8%	1%		
My child is safe at school.	105	25 24%	65 62%	7 7%	3 3%	5	Mae fy mhentyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	103	21 20%	51 50%	9 9%	3 3%	19	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		36%	52%	9%	3%		
I am kept well informed about my child's progress.	105	25 24%	55 52%	17 16%	5 5%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		34%	51%	13%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	105	47 45%	43 41%	10 10%	4 4%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		42%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	105	23 22%	60 57%	7 7%	2 2%	13	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	56%	12%	3%		
The school helps my child to become more mature and take on responsibility.	105	22 21%	60 57%	9 9%	3 3%	11	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoldeb.
		37%	56%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	104	14 13%	46 44%	13 12%	2 2%	29	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		31%	55%	11%	3%		
There is a good range of activities including trips or visits.	105	12 11%	50 48%	29 28%	2 2%	12	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		36%	52%	10%	2%		
The school is well run.	105	22 21%	60 57%	6 6%	5 5%	12	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Mamta Arnott	Reporting Inspector
John Frederick Thomas	Team Inspector
Heledd Ffion Thomas	Team Inspector
Richard Tither	Team Inspector
David Owen Jenkins	Lay Inspector
Jelena Cooper	Peer Inspector
Ian Thomas	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh ¹
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

¹ This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh ¹ and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.